

North Dakota Department of Public Instruction
Kirsten Baesler, State Superintendent
600 East Boulevard Avenue Dept. 201
Bismarck, ND 58505-0440

Introduction to Schoolwide Planning Training

Presented By:

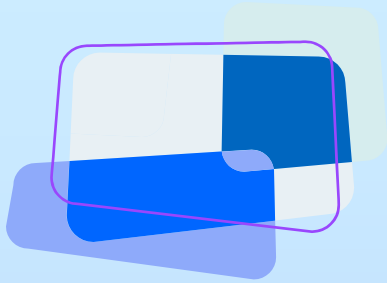
Stefanie Two Crow, Deputy Director Federal Title Programs
North Dakota Department of Public Instruction
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Agenda

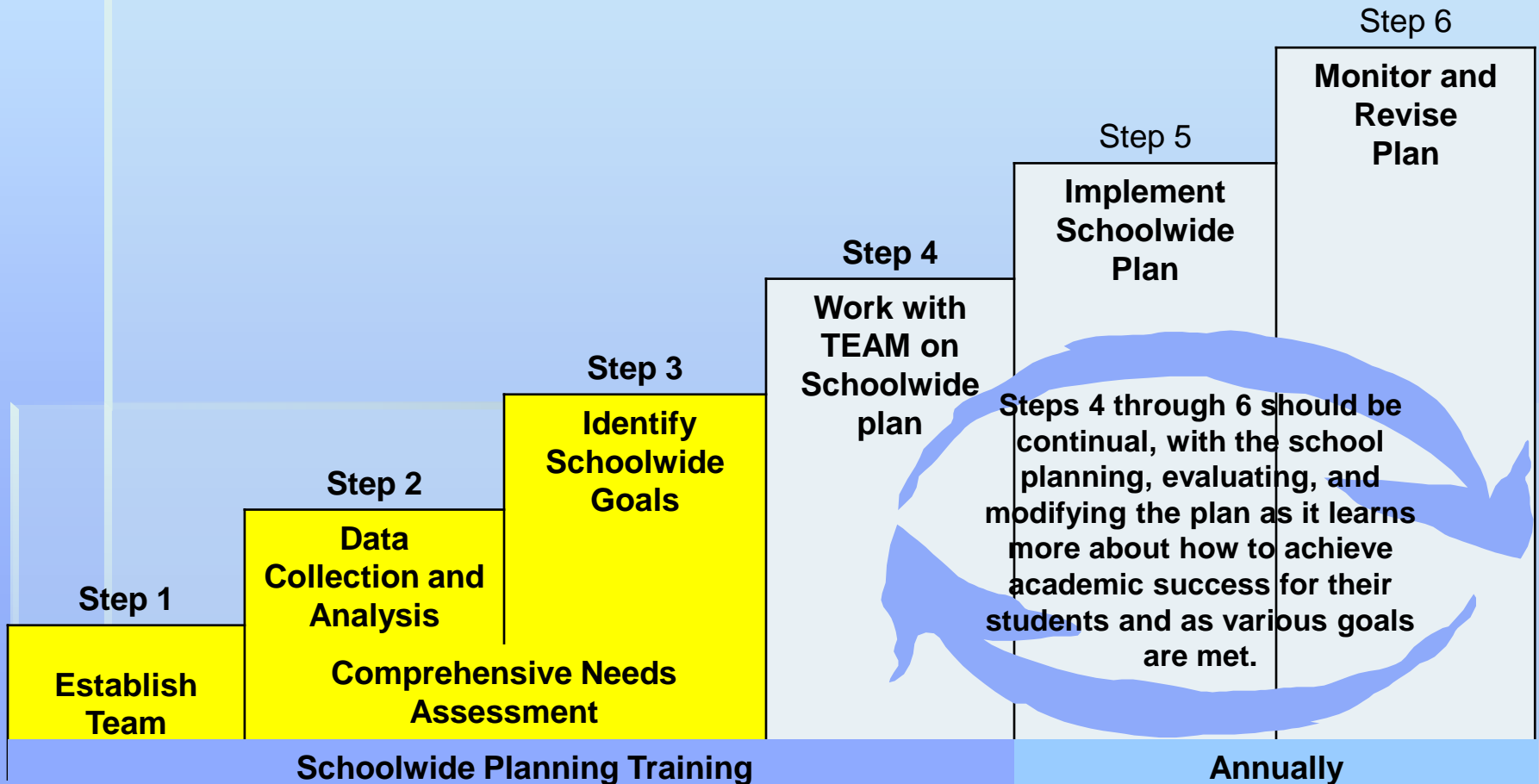
General Session

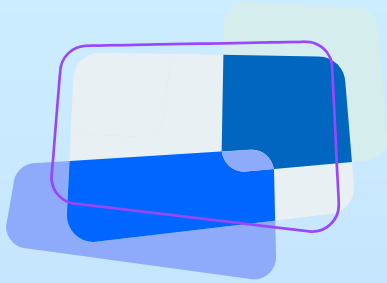
- 8:30 am Welcome/Introductions
- 8:45 am Review Introduction to Schoolwide Planning
- What is Schoolwide?
 - Schoolwide vs. Targeted Assistance
 - Documentation Required
- 9:15 am Questions
- 9:30 am Schoolwide Planning Process
- Establish a Team
 - Data Collection and Analysis
 - Identify Schoolwide Goals
- 10:15 am Break
- 10:30 am Schoolwide Planning Process Continued
- Required Schoolwide Components
 - Implement Strategies and Activities
 - Monitor, Evaluate, and Revise
- 12:00 pm Lunch
- 1:00 pm AdvancED ASSIST
- 3:00 pm **Closing and Additional Work Time**





Schoolwide Planning Process

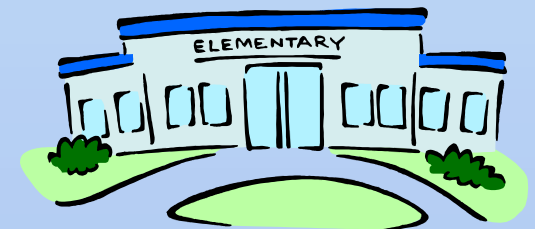


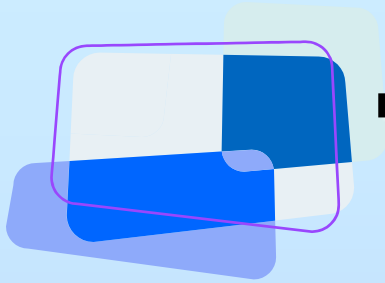


Introduction to Schoolwide Planning

What is a Schoolwide Program?

- Upgrade entire educational program
- Schoolwide reform strategies
- ALL teachers/administrators are responsible
- Program is building-based
- ALL students, focus on lowest-achieving



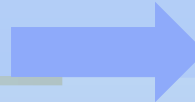


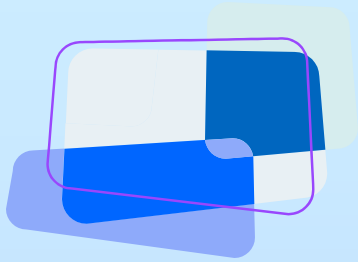
Think of this...

**Targeted
Assistance**



Schoolwide



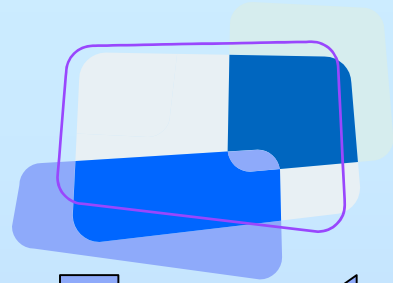


Comparing Targeted Assistance to Schoolwide



Comparing Targeted Assistance to Schoolwide

	Targeted Assistance	Schoolwide
Eligibility	A school is eligible for a targeted assistance Title I program if it serves an eligible Title I school attendance area.	A school is eligible to become a Title I schoolwide program if it has a poverty level of at least 40 percent and it is receiving Title I funding. Under ESSA state waiver option is available for schools with a poverty waiver less than 40%.
Allowable Expenditures	A targeted assistance school uses Title I funds to support programs for <u>eligible children</u> , i.e., children who are failing, or at risk of failing, to meet the state's standards.	A schoolwide program uses Title I funds to upgrade the <u>entire educational program</u> of the school. Title I funds can be used to serve all children.
Student Selection	A targeted assistance school is required to identify participants in the Title I program using educationally related, objective, and uniformly applied criteria.	A schoolwide program is not required to identify particular children as eligible for Title I services.
Schoolwide Plan	No comparable provisions.	A schoolwide program must spend at least one year developing a comprehensive plan for reforming the total instructional program.
Responsibility	The administrators and the Title I teachers who are paid with Title I funds are responsible for making sure that regulations are met.	No comparable provisions because there are no distinctions between staff that may be paid with Title I funds and those who are not. All staff supports the schoolwide project. There is no one labeled a "Title I Teacher."
Student Services – Supplement, Not Supplant	A targeted assistance school must use its Title I funds only to supplement and in no case supplant the amount of funds that, in the absence of Title I funds, would be made available from non-federal funds.	A schoolwide program does not need to demonstrate that Title I funds are used for supplemental activities. Supplanting presumptions do not apply to uses of funds in a schoolwide program.
Annual Review	A targeted assistance school must review, on an ongoing basis, the progress of participating children and revise the Title I program as necessary to help Title I children meet the State's standards.	A schoolwide program must review the progress of its schoolwide plan on an ongoing basis. The plan must be reviewed and revised in order to help ALL children at the school meet the State's standards.
Program Coordination	The Title I program should coordinate Title I, Part A resources with other resources.	Schoolwide program must coordinate its resources with other programs and is also given the option to combine its federal funds.
Family and Community Engagement	Targeted assistance schools must comply with Title I requirements for family and community engagement.	Schoolwide schools must comply with Title I requirements for family and community engagement.



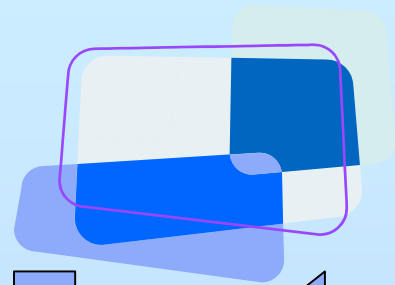
Comparing Targeted Assistance to Schoolwide **Eligibility**

Targeted Assistance

- Title I school attendance area

Schoolwide

- 40% Poverty
- State Waiver <40% poverty



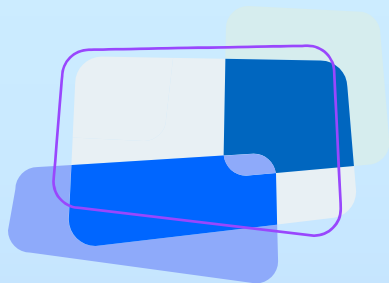
Comparing Targeted Assistance to Schoolwide Allowable Expenditures

Targeted Assistance

- ELIGIBLE students
- Title I Classroom
- Title I Staff

Schoolwide

- ENTIRE
EDUCATIONAL
PROGRAM



Comparing Targeted Assistance to Schoolwide Student Selection

Targeted Assistance

- Identify students

Schoolwide

- All students and teachers are “Title I”



Comparing

Targeted Assistance to Schoolwide Schoolwide Plan

Targeted Assistance

- No comparable provisions

Schoolwide

- Schoolwide plan
 - Including a comprehensive needs assessment
- One-year planning period



Comparing

Targeted Assistance to Schoolwide Responsibility

Targeted Assistance

- Administrators and Title I teachers paid with Title I funds

Schoolwide

- No one teacher can be responsible for the implementation of the plan
- ALL staff are responsible for schoolwide program
- Administrators are the leaders of the plan



Comparing

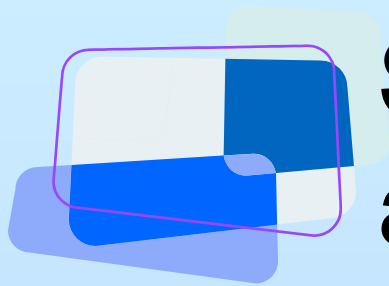
Targeted Assistance to Schoolwide Supplement, not Supplant

Targeted Assistance

- Title I funds are used only to supplement

Schoolwide

- A schoolwide program does not need to demonstrate that Title I funds are used only for activities that supplement and do not supplant.
- If the activity was provided in prior years with non-federal funds or if the activity is provided to non-Title I students with non-federal funds, supplanting does not apply to uses of Title I funds in a schoolwide program.



Schoolwide Programs are Schools that...

- Receive flexibility and resources in order to carry out major reform strategies to help ALL students
- Choose to create and implement highly-effective, comprehensive reform plans that include the involvement of stakeholders
- Coordinate resources to address high priority student needs while focusing on lowest-achieving students
- Annual review and evaluation of plan



Required Schoolwide Components

A **comprehensive needs assessment** of the entire school based on information that includes the performance of children in relation to the state academic content and achievement standards.

Schoolwide reform strategies that provide opportunities for all children, including subgroups of students, to address school needs; use methods and instructional strategies that strengthen the academic program, increase amount and quality of learning time, and provide an enriched and accelerated curriculum; address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards.

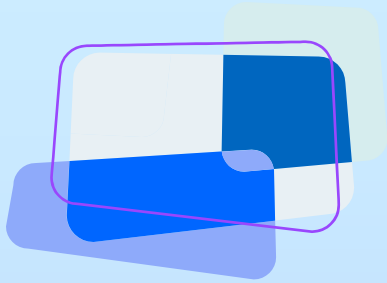
Activities **may** include:

- counseling, mental health programs, instructional support services, mentoring services, and other strategies to improve students skills outside of academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, such as career and technical education programs, access to coursework for postsecondary credit while in high school (i.e. Advanced Placement, dual or concurrent enrollment, or early college high schools)
- implementation of a schoolwide tiered model to prevent and address problem behavior and early intervention services.
- professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, use of data for academic assessments, and to recruit and retain effective teachers.
- strategies for assisting preschool children in the transition to local elementary school programs and/or establish or enhance preschool programs for children under 6 years of age.



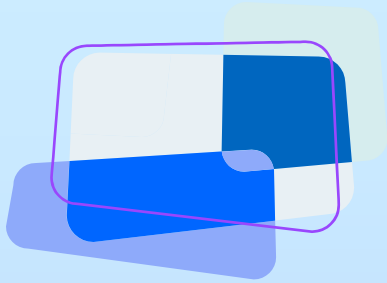
Questions



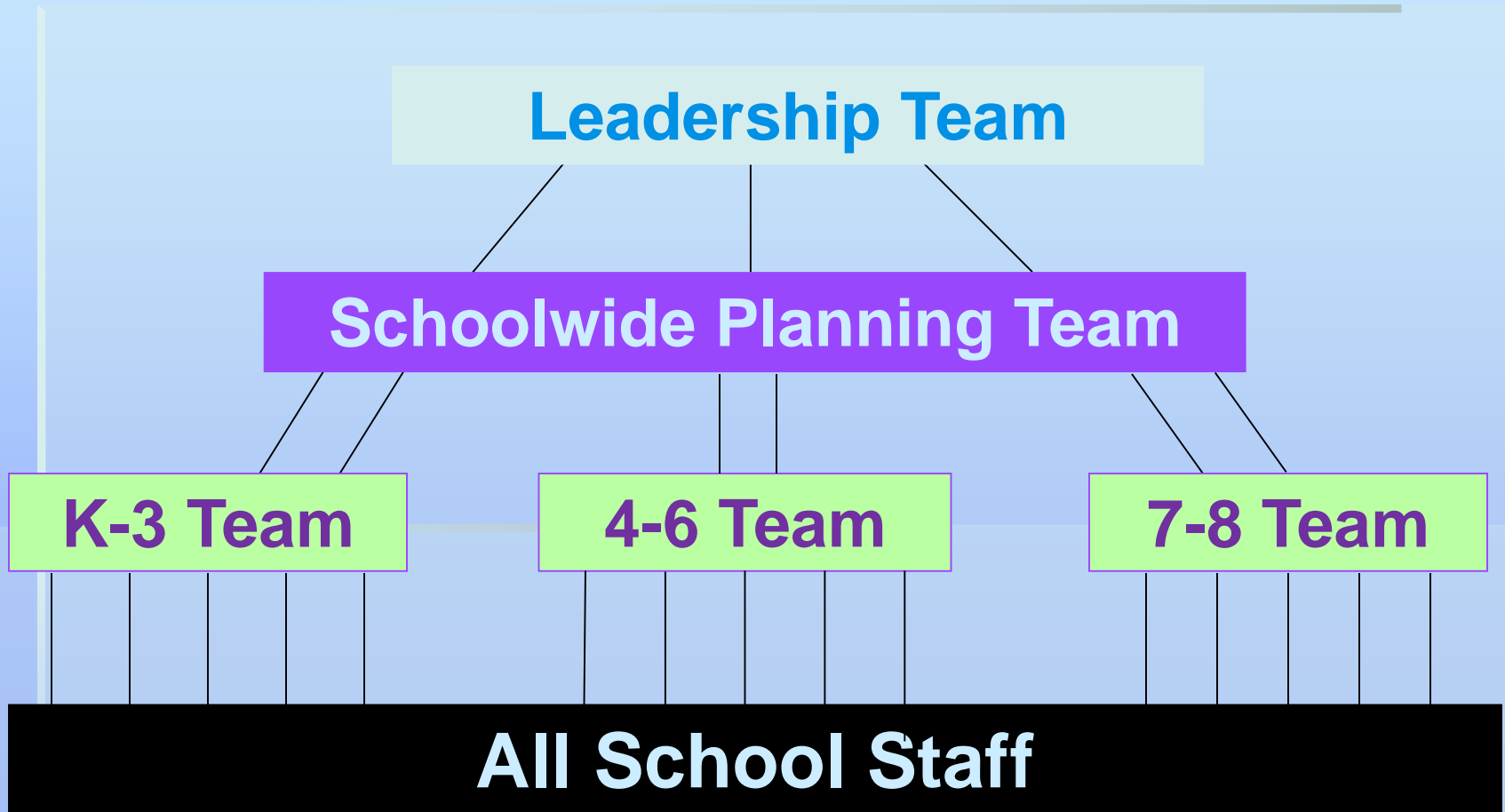


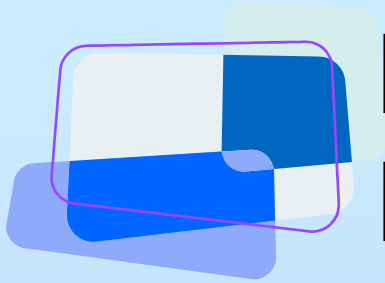
Schoolwide Required Components

**Comprehensive Needs
Assessment and Goals**



Establish a Schoolwide Planning Team

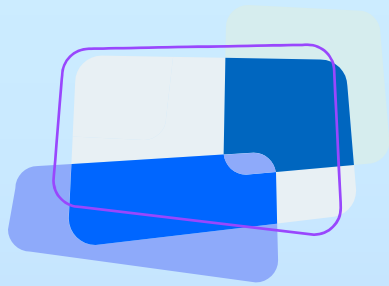




Establish a Schoolwide Planning Team

Key Considerations

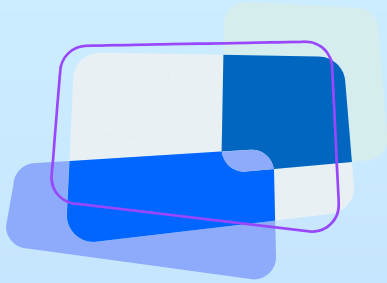
- **Team members**
 - Right players at the table
- **Communication**
 - Schedule of time, agenda, and minutes
- **Responsibilities**
 - Roles and assignments
- **Successful teams**
 - Schoolwide focus, commitment, support, and research-based



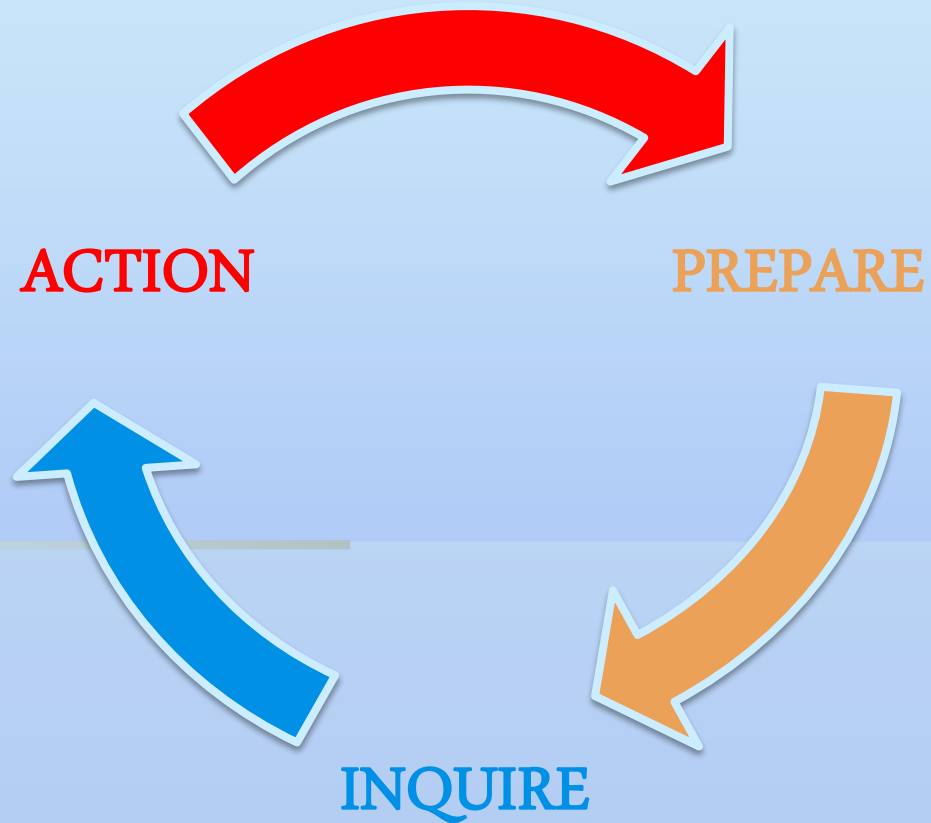
Comprehensive Needs Assessment

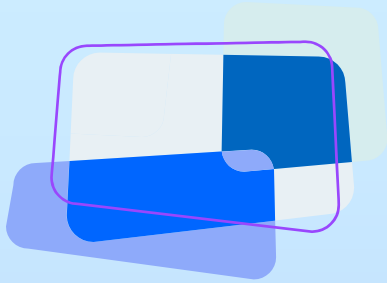
Items included:

- School profile
- Four (4) types of data
- Disaggregated data
- Strengths/areas to improve
- Standards-based
- Focus on low-achieving students
- Goals and objectives



THE DATA CYCLE



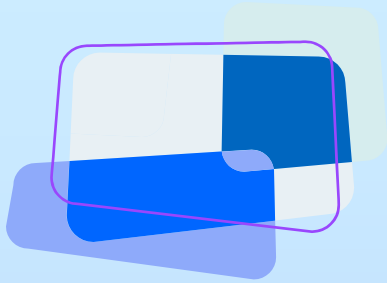


Prepare

Developing a Data Culture

- Setting the stage
- Important step for staff buy-in
- Establish a vision
- Assess staff knowledge
- Train staff on the use of data
- Establish processes
- Roles





Prepare

Collect Data

- Four types of data
 - Achievement ■ Program ■ Perception ■ Demographic
- Resources
 - What is currently available?
 - What will you need to find?
- Responsibility
 - Divide and conquer ■ Chart of Responsibility ■ Schedule
- Timeframe
- Future plan – sustainability



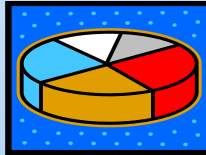
Four Types of Data

Adapted from Victoria Burnhardt's *School Portfolio Toolkit*.

Demographic Data

Vital statistics regarding the students, families, staff, and community under examination.

- Poverty levels
- Backgrounds



Student Achievement Data

Data showing how students are performing academically.

- State assessment results
- Report cards



Perception Data

Data that provides feelings and thoughts of students, their families, staff, and the community regarding their opinion of the learning environment.

- Surveys
- Questionnaires

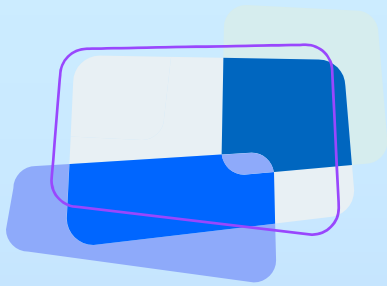


Program Data

Data that describes how school programs operate and analyze various school processes. Program data is the only data within control of the school.

- Continuums of processes
- Curriculum maps

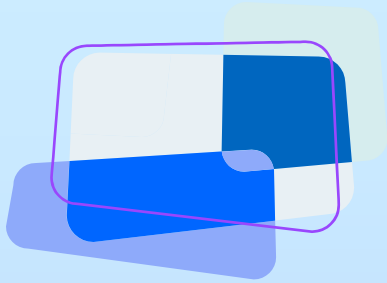




Prepare

Collection Levels of Data

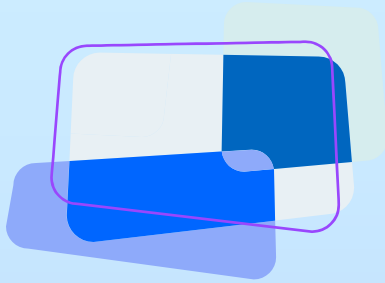
- Schoolwide/more general focus
- Classroom/grade level focus
 - Critical in transition years!
 - Skills inventory
 - what knowledge is transferring with them?
 - what areas did they miss in previous years?
- Individual student level focus
 - What data will you select?
 - Who will analyze/interpret this data?
 - Determined by instructional/leadership teams



INQUIRE

ANALYZE

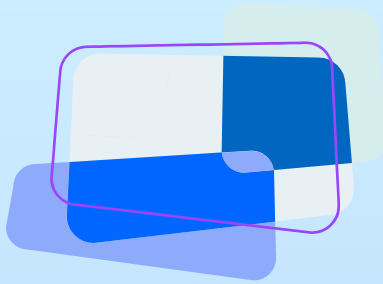
- Look for meaningful patterns and relationships in each of the four types of data – list on chart paper
- Organize data reports by question
- Work systematically through layers of information
- Make appropriate calculations and display data
- Chart and color code achievement levels
- Disaggregate
- Make observations and connections on the chart paper



INQUIRE

ANALYZE

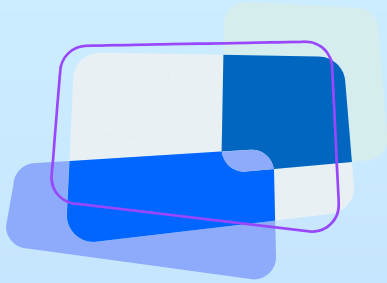
- General Questions:
 - What patterns do you notice?
 - Is there anything that jumps out?
 - Why does the data look this way?
 - What kinds of questions do we have?
 - What other data might we want to explore?
 - What are our next steps?



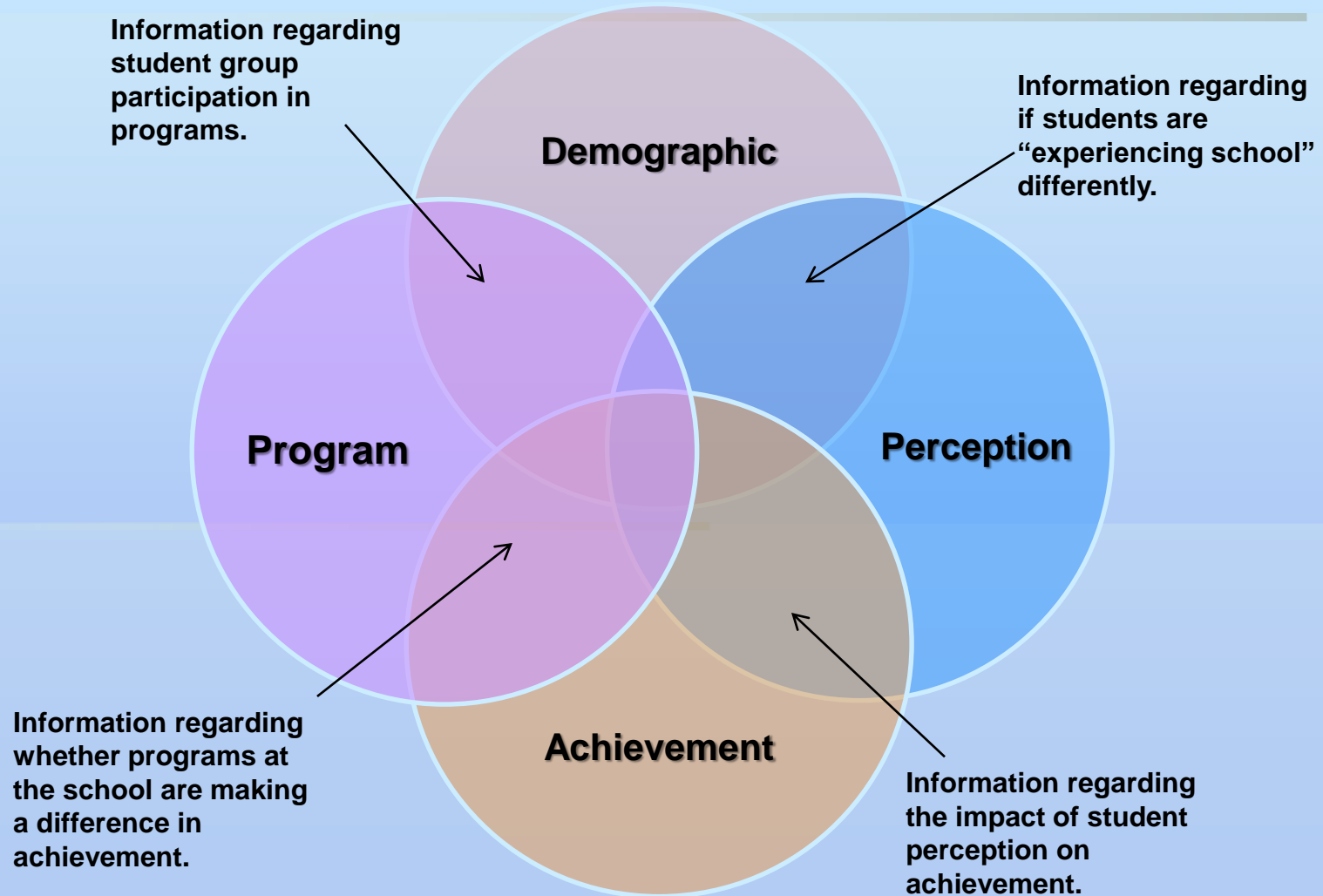
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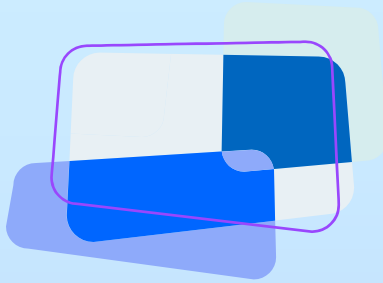
ANALYZE

- Questions become more specific – classify related issues – create priority areas
 - Is math achievement improving over time?
 - What are the strengths and areas of improvement broken down by categories?
These could be grade levels, skill categories, subgroups, etc.
- Analysis may lead to additional data needed.



We Have the Data; Now What?





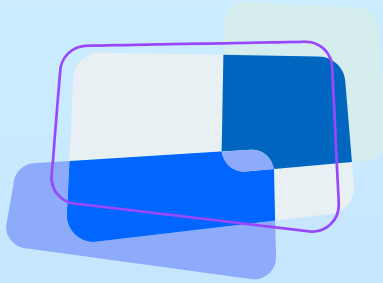
ACTION

SET GOALS

- Examine your priority list
- Write in measureable terms
- Ensure goals are realistic

SET ACTIONS

- Brainstorm action steps that lead to your goal
 - Include due dates
 - Include person responsible for follow-through
- Include research-based strategies



ACTION

GOALS

- School/District Level:

Pisek Public School will show an increase of the number of students reaching proficiency on the NDSA by at least 10% from 2013 to 2014 assessment. (The results of that assessment won't be received until much later.)

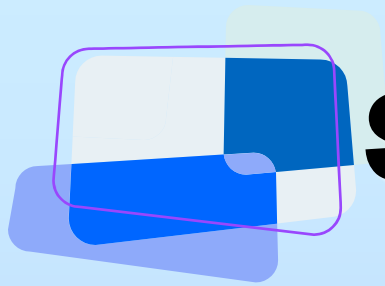
- Classroom Level:

All 2nd grade students will be reading on grade-level using Fountas and Pinnell (running records) by the end of the 2013-2014 school year.

- Individual Student Level:

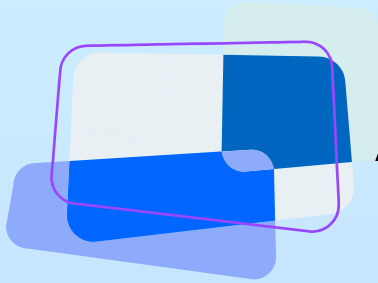
T.S. Child will master concepts 26 and 29 on the classroom math standards list by next Friday* as evidenced by XYZ intervention post-test.

*insert date



SMART Goals

- S – Specific
- M – Measureable
- A – Attainable
- R – Results-Oriented
- T – Time-Bound



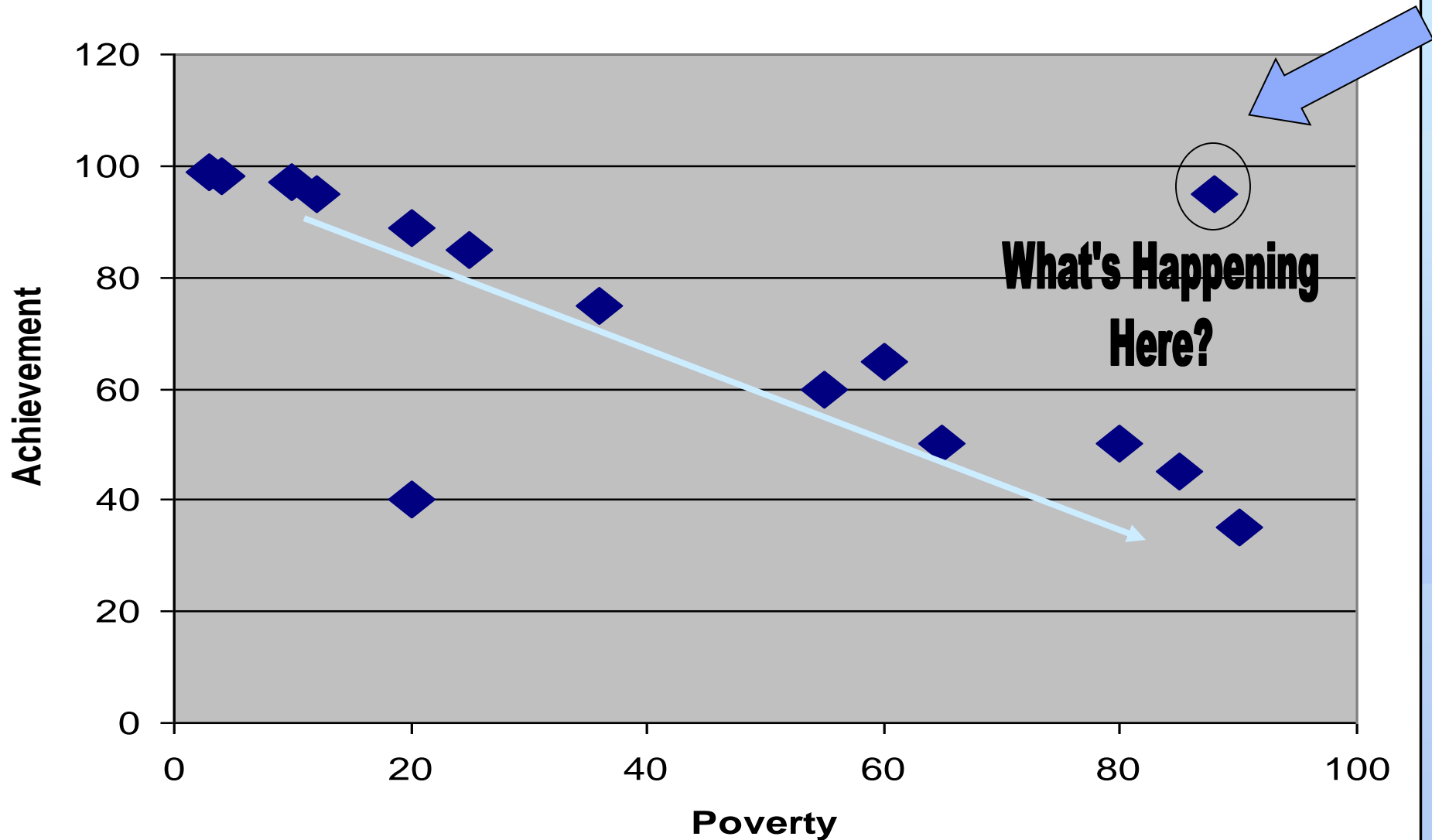
ACTION

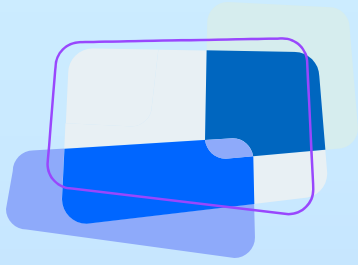
ACTION

- Each goal can have several tasks or action steps in place throughout the year.
- Activities should be action focused to make a measureable difference.
- Activities should be aligned directly to the goals and hypotheses.
- If you have had strategies in place without positive results, **LET THEM GO!** Don't just add more strategies.
- Be sure to move from brainstorming ideas to writing down tasks and strategies you would like to implement.
- When uncertain about strategies, research best practices or investigate what other schools are doing.

'Win small, win early, win often.'

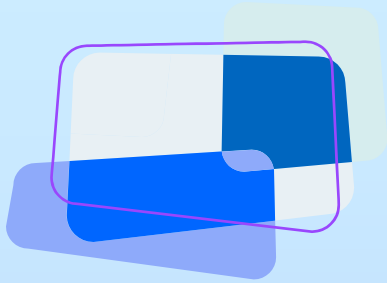
Student Achievement vs. Poverty



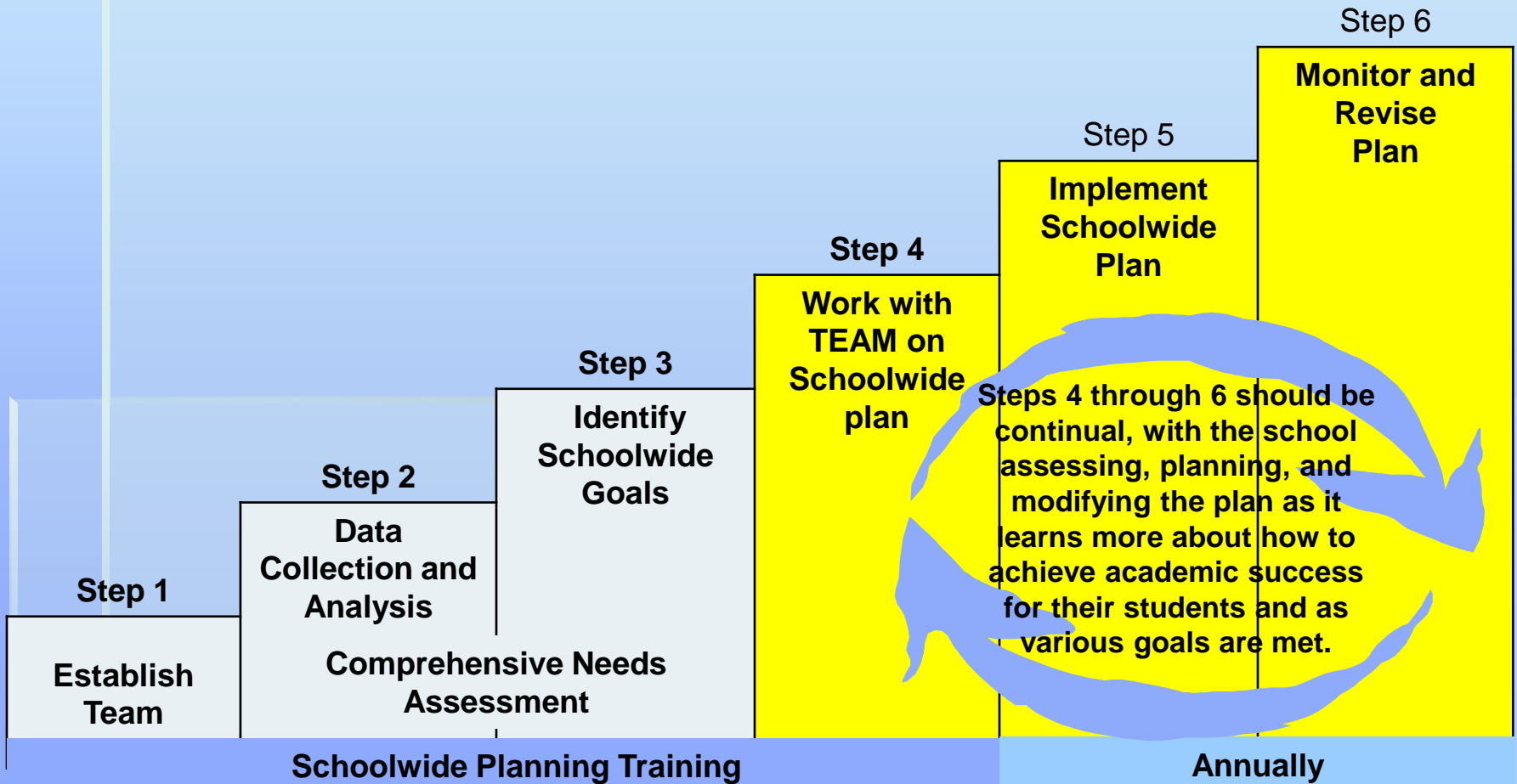


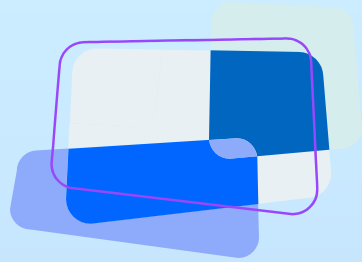
Stop – Lunch Break





Schoolwide Planning Process





Schoolwide Required Components



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

Division of Student Support & Innovation
Office of Federal Title Programs

Required Schoolwide Components

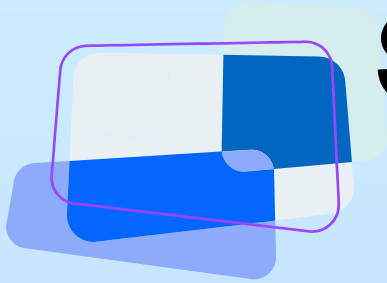
A **comprehensive needs assessment** of the entire school based on information that includes the performance of children in relation to the state academic content and achievement standards.

Schoolwide reform strategies that provide opportunities for all children, including subgroups of students, to address school needs; use methods and instructional strategies that strengthen the academic program, increase amount and quality of learning time, and provide an enriched and accelerated curriculum; address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards.

Activities **may** include:

- counseling, mental health programs, instructional support services, mentoring services, and other strategies to improve students skills outside of academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, such as career and technical education programs, access to coursework for postsecondary



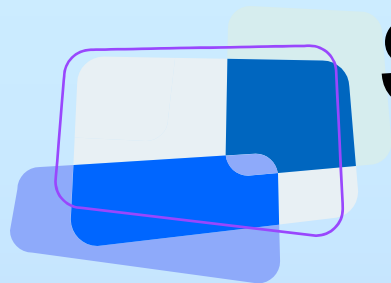


Schoolwide Required Components

1. Comprehensive Needs Assessment

- School profile
- Four (4) types of data
- Disaggregated data
- Strengths/areas to improve
- Standards-based
- Focus on low-achieving students
- Goals and objectives

****Schoolwide Plan – Self Checkpoint Oct. 31****

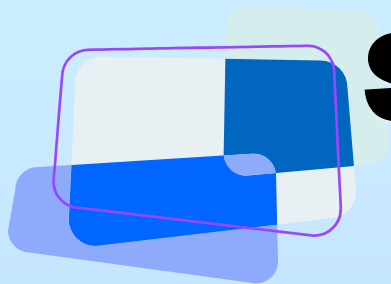


Schoolwide Required Components

2. Schoolwide Reform Strategies

Schoolwide law requires that schools implement reform strategies and initiatives that:

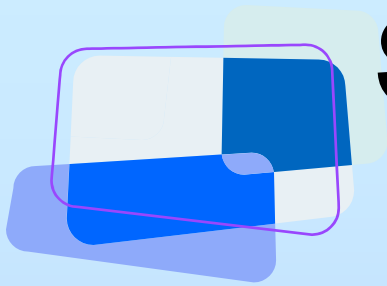
- provide opportunities for all children, including subgroups of students, to address school needs;
- use methods and instructional strategies that strengthen the academic program, increase amount and quality of learning time, and provide an enriched and accelerated curriculum;
- address the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards.



Schoolwide Required Component

Schoolwide reform strategies activities may include:

- counseling, mental health programs, instructional support services, mentoring services, and other strategies to improve students skills outside of academic subject areas
- preparation for and awareness of opportunities for postsecondary education and the workforce, such as career and technical education programs, access to coursework for postsecondary credit while in high school (i.e. Advanced Placement, dual or concurrent enrollment, or early college high schools)
- implementation of a schoolwide tiered model to prevent and address problem behavior and early intervention services.
- professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction, use of data for academic assessments, and to recruit and retain effective teachers.
- strategies for assisting preschool children in the transition to local elementary school programs and/or establish or enhance preschool programs for children under 6 years of age.

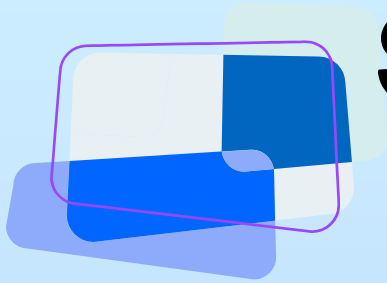


Schoolwide Required Components

2. Schoolwide Reform Strategies

Standards-Based Instruction

- All children reach the **state's high academic standards**
- What does “standards-based instruction” look like?



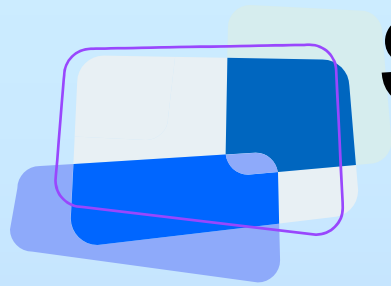
Schoolwide Required Components

2. Schoolwide Reform Strategies

Strengthens the **Core Academic Program**

- English
- Reading or Language Arts
- Mathematics
- Science
- Economics
- Foreign Languages
- Civics and Government
- Arts
- History
- Geography

NOTE: If using funds to support these areas, remember there must be a need documented in the comprehensive needs assessment and supporting documentation in strategies.

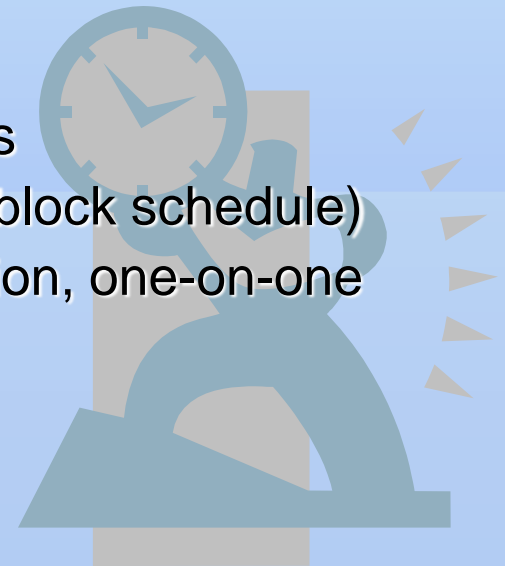


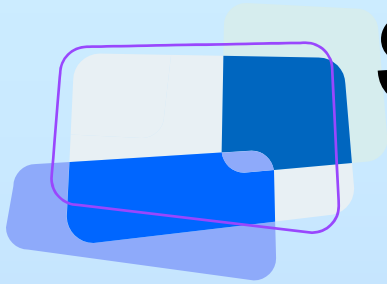
Schoolwide Required Components

2. Schoolwide Reform Strategies

Increase Amount and Quality of Learning Time

- After school programs
- Summer school programs
- Increase instructional time
 - Instructional specialists or coaches
 - Additional instructional time (e.g., block schedule)
 - Interventions, small group instruction, one-on-one
 - Team teaching
- Extended day programming



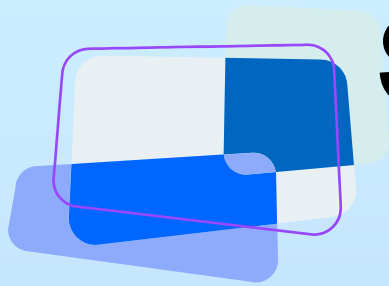


Schoolwide Required Components

2. Schoolwide Reform Strategies

Enriched and Accelerated Curriculum

- What does an enriched and accelerated curriculum look like?
-

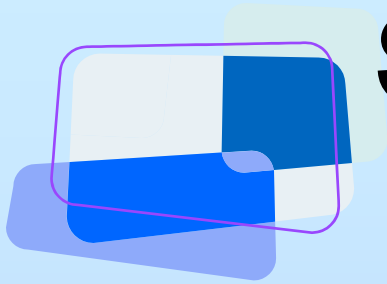


Schoolwide Required Components

2. Schoolwide Reform Strategies

Historically Underserved Populations

- Which students are historically underserved at the school?
 - Special programs to address their needs.
-



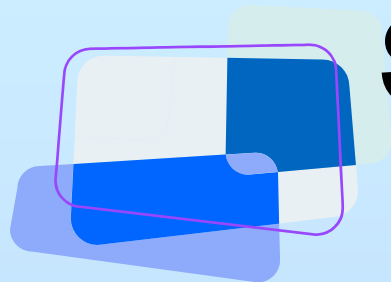
Schoolwide Required Components

2. Schoolwide Reform Strategies

Address the needs of At-Risk Students

- How will the school know students' needs are met?

See Resources Section "Teacher Self-Assessment of Classroom Practices to Support the At-Risk Learner"

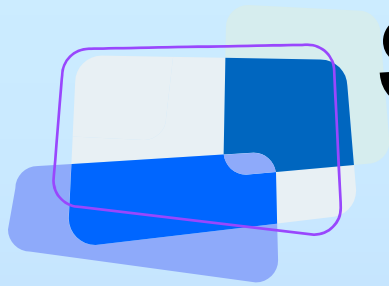


Schoolwide Required Components

2. Schoolwide Reform Strategies

All instruction is provided by Highly Qualified Staff

- Instruction is provided by highly effective staff
- All instructional teachers, Title I coordinator, and all instructional aides (see Fast Facts)
- Paraprofessionals must have Paracertificate



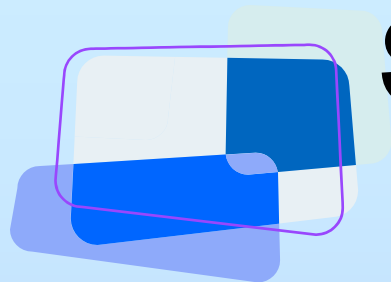
Schoolwide Required Components

2. Schoolwide Reform Strategies

High Quality, Ongoing Professional Development

- ALL activities aligned to schoolwide goals
- Adequate time investment*
- Collaboration
- Teams involved in decision-making
- Ongoing evaluation based on student achievement
- Grounded in research
- Sufficient resources
- Teachers and paraprofessionals

*See in Resources section “Making Time for Teams”



Schoolwide Required Components

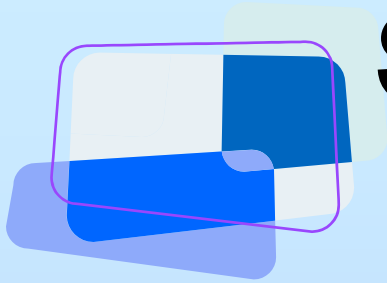
2. Schoolwide Reform Strategies

High Quality, Ongoing Professional Development

What does high quality, ongoing professional development look like?

- Action research
- Mentoring
- Peer coaching
- Demonstration lessons
- Observations
- Learning communities
- Analyzing data
- Study groups/book studies
- Curriculum mapping
- Evaluation

*See in Resources section “Making Workshops Effective”

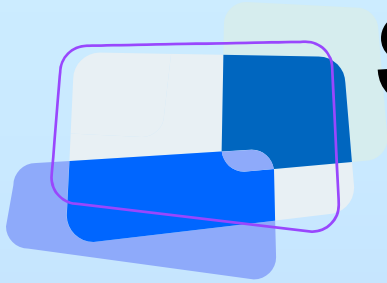


Schoolwide Required Components

2. Schoolwide Reform Strategies

Attracting and retaining High Quality Staff to High Needs Schools

- Teacher-turnover rates
- Methods to retain and support teachers
- Beginning teachers and average length of stay

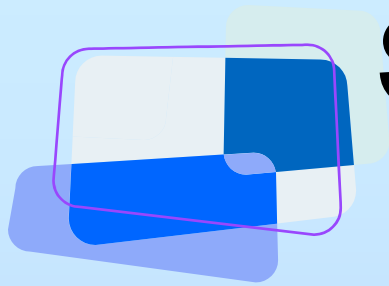


Schoolwide Required Components

2. Schoolwide Reform Strategies

Strategies to Assist Preschool Children in the Transition to Elementary School Programs:

- HeadStart, JumpStart, Gearing Up, summer programs, and others
- More than open house
- Connect with teachers and parents
- Readiness assessment/screening
- Home activities to prepare for Kindergarten



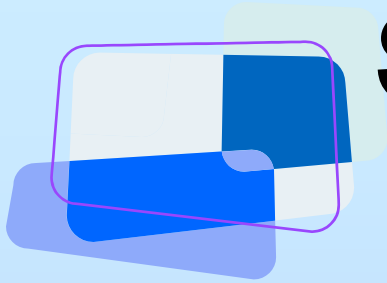
Schoolwide Required Components

2. Schoolwide Reform Strategies

Measures to include Teachers in Decision Making

Think about designing all school assessment systems:

- Information on student achievement, including individual students
- Great professional development
- Applicable and appropriate to inform instruction
- Improve overall instructional program
- Identify for services (RTI)

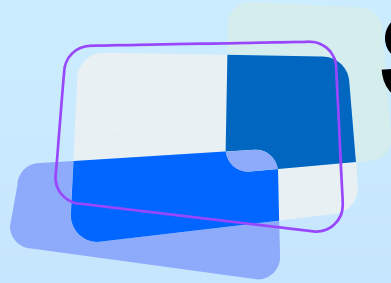


Schoolwide Required Components

2. Schoolwide Reform Strategies

Effective, Timely Assistance

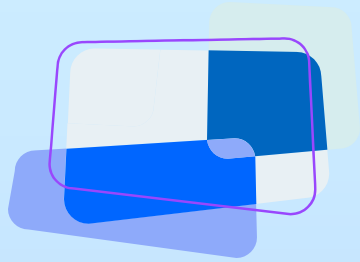
- Timely identification
- Sufficient information on which to base effective assistance
- Process for struggling students
- Flow Chart – RTI progress monitoring matrix



Schoolwide Required Components

3. Coordination and Integration of Programs

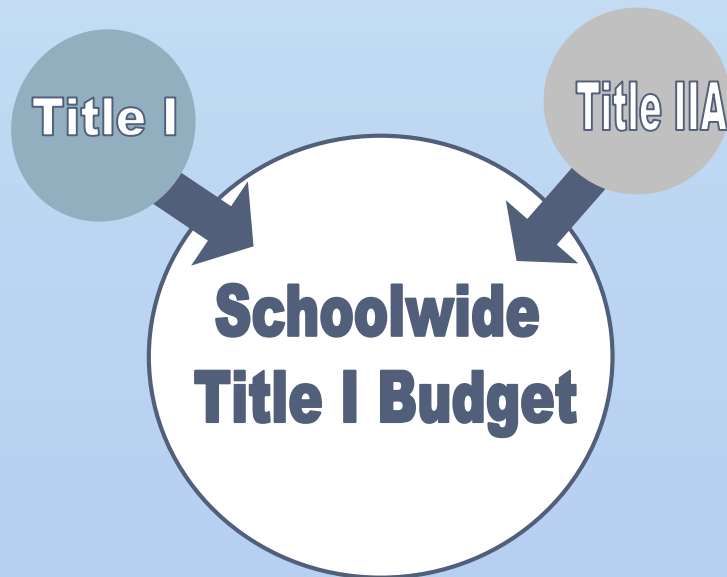
- Federal, state, and local services
- Title I, violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education, and job training
- Parent centers, local college/university, and community organizations



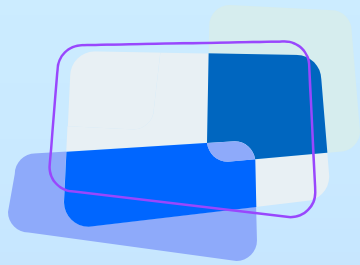
Schoolwide Required Components

4. Co-mingling Schoolwide Funds

- Complete Intent to Co-mingle Funds Form
- Describe intent and purpose



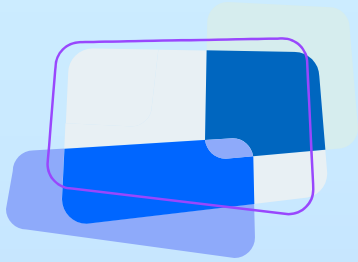
If your school is interested in co-mingling funds, review the co-mingling toolkit on the Office of Federal Title Programs website.



Additional Requirements

Include Stakeholders in Schoolwide Plan Development and Review

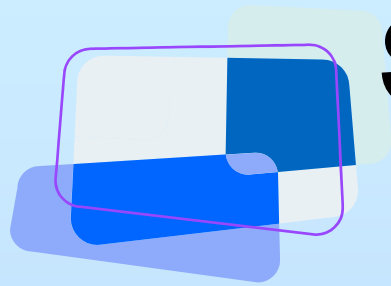
- Ensure all stakeholder are involved in the development of the schoolwide plan
- Stakeholders include parents, staff, students, and community
- Use a variety of way to communicate and share information
- Surveys, meetings, newsletters, mailings, etc.
- Family and community engagement events



Additional Requirements

Ongoing Evaluation and Annual Review

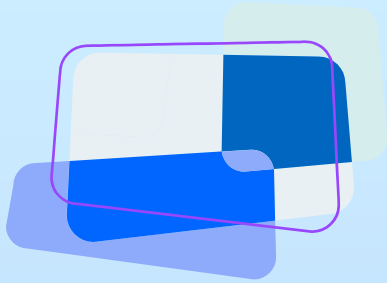
- Annual review at minimum
- Update data and comprehensive needs assessment.
- Analyze the new trends and how the year went.
- Did the school, classrooms, and students improve?
- Was the schoolwide program a success?
- Meeting agenda/minutes
- Must share results with parents and document how this information was shared.



Schoolwide Required Components

Title I Parental Involvement Requirements

- Annual parent meeting
- Opportunities for training parents
- Assessment of parental involvement
- Schoolwide annual review results
- Policy
- Compact



Requirements

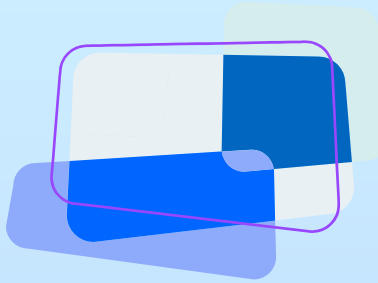
Title I

Schoolwide

Planning Toolkit

For schools working in

AdvancED's ASSIST



Resources

- Guidance, tools, and resources are available in this section and are on the Office of Federal Title Program's schoolwide website at:

www.nd.gov/dpi/SchoolStaff/FTP/TitleI/Schoolwide/Resources/

Questions



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